IMPROVING STUDENTS VOCABULARY MASTERY THROUGH STORY COMPLETION TECHNIQUE IN SPEAKING ACTIVITY

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Abstract

Tujuan penilitian ini adalah untuk mengetahui apakah ada peningkatan atau tidak terhadap penguasaan kosa kata siswa setelah diajarkan menggunakan teknik *Story Completion*. Penelitian ini menggunakan pendekatan kuantitatif dan dilakanakan di kelas VIII A yang berjumlah 30 orang. Peneliti menggunakan tes kosa kata untuk mengumpulan data. Hasil penelitian menunjukan bahwa ada peningkatan penguasaan kosa kata sisiwa setelah diajarkan menggunakan teknik *Story Completion*. Hal ini dapat dibuktikan dari adanya peningkatan nilai rata-rata siswa dari pretes ke postes yaitu 76.09 ke 89.04, dengan nilai t-table 2.045 dan t-value 10.333. Oleh karena itu dapat disimpulkan jika teknik *Story Completion* dapat meningkatkan kosa kata siswa.

The aim of this research was to find out whether there was a significant improvement of the students vocabulary mastery after they were taught by using Story Completion. This research used quantitative approach and was conducted to 30 students in class VIII A. The researcher administered vocabulary test in collecting the data. The result of the data analysis showed that there was a significant improvement in students vocabulary achievement after they were taught by using Story Completion. It could be proven from the improvement of students mean score from pretest to posttest, which was 76.09 to 89.04, with t-table is 2.045 and the t-value was 10.333. In short, Story Completion can improve students Vocabulary Mastery.

Keywords: story completion, improving, vocabulary mastery

INTRODUCTION

Speaking is one of the language skills that should be mastered by the students besides three other skills in learning a language. Speaking is different from other language skills because it requires more power when it is performed in public. Through speaking people could express and deliver feeling and ideas directly. People make speaking more natural than other forms of communication. However, to speak well is not easy because someone who wants to speak should be able to make people who listens to him/her understand their ideas.

In order to support the mastery of English speaking skills as mentioned above, it is essential to learn vocabulary because the serious problem in teaching speaking is related to the condition of the students who lack of vocabulary. Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use (Hatch and Brown,1995: 1). According to Haycraft in Hatch and Brown (1995: 370) vocabulary is divided into two kinds: receptive and productive vocabulary. Receptive vocabulary is word that the students recognize and understand when they occur in a context, but which he/she cannot produce correctly. Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing.

Learning speaking cannot be separated from vocabulary because speaking itself needs many vocabularies which make sentences. It is an impossible to learn a language without learning its vocabulary. To make the students interested in learning English

and the teacher as a facilitator should be able to solve the problems faced the students in classroom. Teacher must create good atmosphere in classroom, example select relevant materials and apply the suitable technique in order to make the teaching learning process run well.

Based on the researcher s pre observation and interview with the English teacher of SMPN 2 Kotagajah, it was found that there are some difficulties in teaching speaking. Firstly, the students are still facing the difficulties to speak fluently in front of people. Besides that, they are afraid to speak English in front of many people. They are worried to make some mistakes in grammar, and they suddenly stop speaking due to lack vocabulary. Brown (2001: 270) says that sometimes students make any mistake to speak English well and fluently or they find it difficult to do it. Second, the teachers use limited number of techniques to teach students speaking especially in teaching narrative text. The teacher often uses drama technique to teach speaking. Therefore, the teacher needs some information about new technique for teaching speaking.

To cope with the problem, the teacher should find the technique to teach the students speaking. One of recommended techniques is Story Completion. Story Completion Technique is an interesting technique that was introduced firstly by Hayriye Kayi (2006). In this technique, the students in a group are asked to continue the story which is told by the previous speaker based on their own creativity and imagination. Before that, the teacher begins the story that must be continued.

Therefore, this research focuses on the improvement of the students vocabulary mastery after they were taught by using Story Completion. The research problem of this research is to find out whether there is any significant improvement of the students vocabulary mastery after they were taught by using Story Completion.

METHODS

This research was quantitative research which used *one group pretest posttest design*. The population of this research was the second year of students of SMPN 2 Kotagajah which consist of 8 classes. The sample was taken by using lottery. The sample of this research was VIII A class which consists of 30 students.

In this research, the researcher used several instruments in conducting her research. The instrument was the vocabulary test. The researcher started the research by conducting the try out. The researcher administered try out before the test administered in VIII A class. It aims to know the quality of the test. Then, the researcher started the research by conducting the pretest. The pretest administered before the treatment. It aims to know the students vocabulary mastery before the treatment.

After the pretest, the students were taught using Story Completion. At the first treatment, the researcher began the class by giving a text consisting a story. The researcher started the first treatment by applying Story Completion in classroom activities. In this case, the students were divided into a group and present the story

one by one. Before that, the researcher had begun the story that would be continued by the students.

At the second treatment, the researcher used the same classroom activity. The researcher used different story from the first treatment. The students were discussing in a group, they were found the difficult word from the story and they tried to understand the message from the story. The researcher asked the students in a group to present the story one by one, before that the researcher started the beginning of the story.

In the last treatment, the researcher conducted the same activities as the first and the second meeting but with different story to minimize the students boredom. In this treatment, the researcher used the same activity as the first and the second treatment. the students were in a group continued the story one by one after the researcher had begun the story.

Then, the researcher administered the posttest after the treatment. It is aimed to see the significant improvement of the students vocabulary mastery after they were taught by using Story Completion. After the researcher conducted the treatments, the students got the posttest which procedures were similar to the pretest.

Then, in order to see whether there was an improvement of students vocabulary mastery, the researcher examined the students score. The raw score were tabulated and calculated using repeated measures T-test of Statistical Package for Social

Science (SPSS) for windows version 20 to test whether there is an improvement or not.

RESULTS AND DISCUSSION

The objective of this research was to find out the students significant improvement in their vocabulary achievement after they were taught by using Story Completion. The population of this research was the second grade students of SMPN 2 Kotagajah. The researcher took VIII A class as the sample of this research. This class consists of 30 students. This research was conducted in 6 meetings: first, the researcher administered the try out. Second, the researcher administered the pre-test. In the third, fourth and fifth meeting, the researcher conducted the treatment by using Story Completion. In the sixth meeting, the researcher administered post-test to find out the students improvement in their vocabulary achievement after they were taught by using Story Completion.

The researcher used SPSS 20.00 to analyze the scores of the pretest and the posttest in the experimental class. The mean score of the pretest was 76.09, the highest score was 94, the lowest score was 63, and the median was 75.71.

From the result of the pretest scores, it showed that the total students correct answer of verb was 233, the total students correct answer of adjective was 174, the total students correct answer of adverb was 166, and the total students correct answer of noun was 202. The total score of the pretest is 2283, the highest score is 94 and the lowest score is 63. The median score is 75.71 and the mode is 71.

After conducting the pretest and three times treatments, the researcher administered the posttest. The posttest was administered to measure the students vocabulary mastery after the treatments by using Story Completion.

From the result of the posttest scores, it showed that the total students correct answer of verb was 250, the total students correct answer of adjective was 254, the total students correct answer of adverb was 201, and the total students correct answer of noun was 233. The total score of the pretest is 2671, the highest score is 100 and the lowest score is 74. The median score is 88.57 and the mode is 86.

From the statistical calculation by using SPSS 20, it was also found that the lower value is positive and the upper positive too. So, it means that this technique gives significant difference after the treatment was implemented. The result of hypothesis testing showed that the significant 2 tailed is $p=0.000$ and the level of significant is if $p<0.05$. So it means that there is a significant improvement of students vocabulary mastery after they were taught by using Story Completion.

Based on the result of the research, it can be seen that the students got a higher score after the treatments. In short, there was a significant improvement of the students vocabulary mastery after they were taught by using Story Completion.

There were many possible factors that contributed to the effectives of Story Completion Technique in increasing students vocabulary. The factors related to the stories selection, the use of story aids and the words during the Story Completion.

Firstly, the story selection was a crucial thing that needs to be prepared well before the story Completion treatments began. Therefore, there were some criteria considered by the teacher in choosing stories. The teacher selected the stories by considering the criteria proposed by Barzaq (2009:21). Stories are familiar and accessible form of sharing information; the stories may help the learners to ease their learning in mastering and understand the material, and a narrative opening in any scientific task simplifies allows the learners to grasp a concrete example before moving the most difficult points. Additionally, the stories also were relevant to the learning material, so it helped the students to achieve the learning objectives. Besides, the selected stories also contained words closely related to the students daily life. As in *Bawang Putih and Bawang Merah* story, there were nouns such as students,article,teacher,doctor . Thus, the selection of the stories plays an important role in Story Completion technique. The stories must cover the students need and is interesting at the same time.

Secondly, as stated before that there were some story aids used while delivering the stories, i.e. picture, gestures and realia. Based on the observation, those story aids were very helpful for the students in understanding the stories. Once the students did not understand the meaning of words mentioned by the teacher, the pictures, the teacher s gesture or realia helped them a lot, so that they would still understand the meaning of words mentioned by the teacher, the picture, the teacher s gestures or realia helped them a lot, so that they would still understand the stories. It is similar to Barzaq (2009: 21) that stories provide a structure for remembering course material, it

is not easy to the learners to remember the concepts in isolation, but if the concepts and the difficult definitions existed in the flow of a story, it will be easier for the learners to remember them, additionally, stories may also help to create vivid metal image.

Thirdly, that is words repetition. Words repetition is one of the story s features which is very helpful for language learning. According to the observation during the treatments, the repetition of words in the story helped the students a lot in memorizing the word. It is similar to Barzaq (2009: 21) that story telling has benefit to build vocabulary.

According to some students, learning vocabulary through story completion technique helped them to improve their retention of the words learned. This is similar to what have been stated by Brown (2001) that the use of storyline, familiar situations and characters and meaningful purposes in using the language will make attention and retention of the young learners improve. The characters, events in the story and the use of story aids would leave an impression in the students mind and it also helped them to memorize the words learned in the story, they would also remember the words learned in the story.

Above all, it can be concluded that the story completion is effective in improving vocabulary mastery of the students in SMPN 2 Kotagajah. Therefore, story completion can be used as an alternative teaching in teaching speaking to increase students vocabulary.

CONCLUSIONS

Based on the results of the data analysis and discussion, the researcher concludes that there was a significant improvement of the students vocabulary mastery from the pretest and posttest after they were taught by using Story Completion. In this research, the highest improvements of the students vocabulary mastery were in verb achievement. Learning process using Story Completion makes the students were able to get a lot of vocabulary. The students could discuss the text with their friends. So, if the students find some difficulties in comprehending new words, they asked their friends and discuss it together. By practicing a lot, there will be an improvement of the students vocabulary mastery.

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